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Educational Television Series 1968-69

Teachers' Guide

DEPT. OF EDUCATION
HISTORICAL COLLECTION

Social Studies PRIMARY & JUNIOR DIVISIONS

Child Life in Other Lands

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

SOCIAL STUDIES
Primary and Junior Divisions

CHILD LIFE IN OTHER LANDS

6 programs of 30 minutes each

This is part one of a two-part series.

The Teachers' Guide for part two will be published at a later date.

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Address inquiries and comments concerning "Child Life in Other Lands" to:

Assistant Superintendent,
Humanities,
Education Section,
E T V Branch,
1670 Bayview Avenue,
Toronto 17.

INTRODUCTION

The intent of the series is to present to the children of Ontario a balanced and objective view of cultures and environments in some other countries. The countries chosen were selected because they represent the ethnic backgrounds of a significant number of new Ontario residents. There is no conscious attempt or editorial comment, as the case study format is utilized to a large degree. The camera observes and records. It is left to the child who is viewing the program to draw conclusions, to make comparisons, and to point out differences.

These programs are not complete units within themselves in the sense that every aspect of life receives attention. For example in some of the films, we observe a family living in a city, in others the camera follows children living in the country. The purpose is to stimulate further study, discussion and research.

Four of the programs were filmed in colour, by our own film crews on location in Holland, Poland, Italy and England. The fifth program, Japan, is presented in two parts. The first of these depicts the life of a Japanese boy living on a farm near the city of Kofu. The second part centres around a Japanese girl who enjoys the traditional arts of painting, poetry, music and dancing. The sixth program, entitled, "The World – A Global Classroom", is a montage. Children from Huron Street School in Toronto were invited to view the five programs and their comments and reactions were recorded on film. The children's observations, coupled with a series of excerpts from the preceding programs, not only provide an excellent review but relate elements of life in Ontario to life in other lands.

This series of six programs is recommended for children in Grades three and four, although pupils in Grade five will also find the programs of interest.

The purpose of the series is to present to the viewer some aspects of the life of children in other lands – their routines, their family relationships, and the traditions of their people. Although many differences exist because of the various cultures and geographical settings, similarities of child life everywhere are apparent.

SUGGESTED SERIES PRE-VIEWING ACTIVITIES

1. A week or two before the series begins, develop a graphic overview of Canada and Canadians, drawing upon the variety of landscapes, people, languages, work and customs of our country. This review could provide a basis for a comparative study of the new countries in relation to Canada.

2. Discuss our way of life in Ontario. These familiar experiences will form a foundation on which a study of life in other lands can be made.

3. Some of the children in the classroom may be of different ethnic origins. Their varied backgrounds and experiences could initiate lively discussions on the homelands of many of our new Canadians.

4. Have available texts, supplementary books, atlases and globes prior to the series. A trip to the library and, if possible, to local travel agents in the area would provide much of the required material.

   Additional pre-viewing activities are suggested for each program.

SUGGESTED SERIES POST-VIEWING ACTIVITIES

1. Collections of coins, stamps, pictures, clothing or food could be displayed.

2. Murals or models of cities or certain buildings (e.g. Palace of Culture, a Japanese home) could be made by the children.

3. Relief maps made on a flat board using paper maché to build up mountain ranges on high points of land are an excellent way of learning the topography of a country.

4. Simple expressions such as "hello" and "good-bye" could be learned in the languages of the countries studied. This might also serve as an opportunity for dramatization and role-playing.

5. At the end of the series a comparative study of life in other lands could be made. The areas of similarity in people's needs throughout the world should be stressed. Additional post-viewing activities are suggested for each program.

PROGRAM I

HOLLAND – THE BOY OF AMSTERDAM

The purpose of this program is to present a view of many aspects of city life in Amsterdam and to stimulate a reaction in the children to the similarities and the differences to be found in a comparison of their own way of life and customs with those of the people in the film.

PROGRAM CONTENT

As the program opens, the camera takes us to the busy harbour of Amsterdam, along the numerous canals with their ships and barges, to the streets with their maze of traffic – street cars, delivery vans, small automobiles and countless bicycles ridden by people of all ages. We glimpse fascinating old buildings as well as modern structures.

The program is centered around two days in the life of a young boy, Marcel Meerhoff, and his family who live in a modern apartment furnished with Indonesian furniture. Marcel's life is contrasted briefly with his friend's, Desirée, who lives in an old part of the city.

Marcel's day begins with his family eating a substantial breakfast of eggs, cheese, and toast covered with his favourite chocolate drops. Marcel rides his bicycle to school, manoeuvering his vehicle carefully and safely through the traffic. We see his school and watch the children play at recess. After school Marcel enjoys himself by riding his bicycle through the streets, along the canals to the zoo. Sometimes he plays soccer with his friends or goes for a swim in a pool.

On Saturday, Marcel earns his pocket money by polishing silverware and doing other chores for his mother. Then he sets out on his bicycle for an afternoon downtown. He treats himself to french fries, enjoys a "Punch and Judy" show, climbs on a statue of a lion and gazes delightedly at the bustling life of the streets. We also see the Statue of Freedom. Marcel then makes his major purchase of a new set of brakes for his bicycle.

His friend Desirée and her girl friends enjoy themselves practising ballet.

In contrast to the lives of Marcel and Desirée we observe the families who live on river barges on the canals. The children receive special education when they are in town and must work at assignments on their own until the barge returns to the city when they again see their teacher.

The program emphasizes the close-knit affectionate family life and ends with the two families of Marcel and Desirée having dinner at a famous Indonesian restaurant.

SUGGESTED PRE-VIEWING ACTIVITIES

1. If there are children in the class who have a Dutch background, have them share their experiences with the other children.
2. In the fall, plant tulip bulbs which were imported from Holland.
3. Locate the Netherlands on a map.
4. Make a collection of questions the children would like to have answered about Holland.
5. Indicate the close relationships between Holland and Indonesia during the colonial period. Point out the lasting influence on the people, foods, furniture and arts of Holland.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the program to see if it has answered the questions asked.
2. Discuss and make a chart of the similarities and differences between city life in Holland and city life in Canada.
3. Encourage the children to select some aspect of Dutch life as suggested by the film for further research; e.g., canals, imports and exports, Indonesia, climate, dikes, the tide, Dutch settlements in North America, etc. Report findings to the class.
4. Find out about famous Dutch artists; e.g., Rembrandt, Vermeer, Van Gogh. Display prints of some of their paintings.
5. Dramatize an incident in Marcel's life; e.g., Marcel arrives late for dinner.
6. Review bicycle safety rules.
7. Taste Dutch cheese and chocolate.
8. Make a collection and display of articles from Holland.

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PROGRAM 2

POLAND – ROMAN AND WIESIA

The intent of this program is to introduce the children to the manner of life of the people of modern Warsaw and in so doing to broaden their historical and social perspective by showing how a city which was devastated during World War II has since been rebuilt and its cultural heritage maintained.

PROGRAM CONTENT

The program concerns two children, Roman and his sister Wiesia, aged eight and nine. We observe them at home, at school, at the Palace of Culture, and at a national celebration.

Roman and Wiesia live in a typical apartment in Warsaw. These apartments are small as the city is rapidly becoming overcrowded and living accommodation is scarce. Since most parents in Poland work, the children help with the housework. However, there is still much free time for the children. The Polish government has provided centres, free of charge, for the children to visit after school. The largest of these is the Palace of Culture in Warsaw. The Palace of Culture provides opportunities for physical education, art, ballet, fencing, etc.

Roman and Weisia attend a nearby school and we observe classes being conducted. Children sit in desks facing one another and are free to disucss questions asked by the teacher. Children's paintings are displayed around the classroom. At noon all the students are provided with a hot lunch which is usually the main meal of the day. After school, Roman and Weisia return home to do their chores and then are free to go to the Palace of Culture. On the way they go through the old part of the city with its beautiful churches and shops, past the market place and into the new part of the city with its large modern buildings and the Palace of Culture.

The Second World War has left a permament mark on the Polish people. Even the children are very much aware of the devastation that Poland experienced during the war years. On November 1st, All Saints' Day, we see the families going to the National Cemetery to pay tribute to those who died for their country.

The Polish people are very proud of their heritage and we see children performing in national costume their regional dances and songs during a national holiday.

SUGGESTED PRE-VIEWING ACTIVITIES

1. If there are children in the classroom whose background is Polish have them share their experiences of Poland with the rest of the class.
2. Invite a Polish adult to come to the class to talk to the children about Poland.
3. Locate Poland on the map. Find out how far it is from Canada by using the mileage scale on the map.
4. List questions the children may have about Poland.

SUGGESTED POST-VIEWING ACTIVITIES

1. Have a general discussion and evaluation of the film on Warsaw. Build charts; e.g., "What We Have Learned from the Film".
2. Did the program answer our questions?
3. Encourage the children to do group research in some aspect of Polish life as observed in the film and report their findings to the class, or probe in depth some other side of Polish life; e.g., climate, farming, industries, sports, food, etc.
4. Listen to the music of great Polish composers; e.g., Artur Rubenstein playing Chopin's Waltzes.
5. Learn to sing some Polish songs.
6. Learn a Polish national dance.
7. Build toys using scrap materials.
8. Paint a mural of Warsaw life.
9. Make a collection of articles from Poland.
10. Children in the class who have studied ballet might perform for the class.

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PROGRAM 3

ENGLAND – DINOSAURS AND LOLLIES AND STUFF LIKE THAT

This program is to provide the children with a visual experience of school and family life in a suburb of London and to stimulate interest in learning more about England through pupil research.

PROGRAM CONTENT

The program opens at Granard School in Putney, a suburb of London where we see and hear English children being interviewed. Inside the school, children are participating in creative drama, music, art, and physical education, as well as the traditional subjects. Visits to London museums and art galleries are an important part of school life and we see children eagerly examining dinosaurs and sketching them.

The weekends are spent in recreation. We visit the Wilkins family, accompany Mrs. Wilkins and her children on a shopping excursion and observe the interesting small shops along the way. In the afternoon, the Wilkins children play in their backyard. Sunday is family day and the Wilkins visit one of the larger parks nearby. Their afternoon ends with a visit to a local pub where the family sits outside to enjoy refreshments.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Locate England on a map. Find London.
2. Read the children A. A. Milne's, "They're Changing Guard at Buckingham Palace".
3. Involve the children who were born in England to tell about life there.
4. List questions the children ask about England.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the program to find out if their questions have been answered.
2. Discuss the life of an English family and compare it with that of a Canadian family.
3. Encourage the children to select other aspects of English life for research; e.g., main exports and imports, farming, industry, London, sports, climate, the Royal Family, Buckingham Palace, castles, English explorers, English settlements in Canada and the United States, etc.
4. Read English prose and poetry.
5. Learn to sing some English folk songs.
6. Visit Toronto's Royal Ontario Museum to see and sketch dinosaurs.
7. Make new friends by writing letters to a class at Granard School telling them about Canadian life.
8. Map work—Trace the route you would follow if you were to travel to England by air or by ship.

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PROGRAM 4

ITALY – BAMBINI ITALIANI

The aim of this program is to show the viewers the simplicity of life in rural Italy and at the same time to motivate the children to do further study and inquiry into the many other facets of Italian life.

PROGRAM CONTENT

The first part of the program shows life in the little village of Macaressi where Mario and his family live. We visit Mario's school which operates only in the mornings. The children of the village play their favourite games in the afternoons under the ancient walls of a centuries' old castle. The castle has been redesigned and contains the offices of one of the largest agricultural organizations in Western Europe. Macaressi is famous for its grapes and excellent wines. The program shows the cooperative effort of every member of the community to harvest the crop of grapes.

Next we visit a nearby fishing village of Fregena. We see the fishermen pushing their boats out into the Mediterranean Sea at two or three o'clock in the morning and not returning until noon. Their catch is marketed at restaurants or tourist hotels nearby.

From Fregena we go on to the prosperous fishing port, Terracina, which has grown up around a medieval village. Overlooking the harbour is the temple of Jupiter built by the early Romans. Here the local inhabitants come to pray for the safety of the sailors and fishermen. The fishing industry is organized and managed as a co-operative venture.

PRE-VIEWING ACTIVITIES

1. Children in the class whose background or birthplace was Italy should be encouraged to share their experiences of Italy with the rest of the class.
2. The names of the children of Italian origin should be written on the chalkboard and pronounced by everyone to discover the musical nature of Italian words.
3. Locate Italy on the map. Find the distance Italy is from Canada by using the mileage scale on the map.
4. Find and read a story about Italy to the children to stimulate interest; e.g., some of the legends of early Rome.
5. List the questions the children would like to have answered about Italy.

SUGGESTED POST-VIEWING ACTIVITIES

1. Have the children discuss the program to find out if it has answered their questions.
2. Discuss further information about Italy provided by the film.
3. Encourage the children to research in depth and report to the class another aspect of Italian life in which they are interested; e.g., the early Romans; the gods and goddesses of the early Romans, climate, vegetation, food, exports and imports, sports, chief industries, historical ruins — Pompeii, Herculaneum, the Roman Forum, Colosseum, the Vatican.
4. Learn to sing some Italian folk songs.
5. Listen to recorded selections from famous Italian operas; e.g. "The Intermezzo" from Mascagne's, *Cavalleria Rusticana.*
6. If possible, visit the Ontario Art Gallery or look at prints of famous Italian works of art.

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PROGRAM 5

JAPAN — JAPANESE BOY — JAPANESE GIRL

This program introduces children to the traditions and customs of life in Japan. It is hoped that the artistic qualities of the film will stimulate in them a sensitivity to and an appreciation of the beauties of nature and life around them.

PROGRAM CONTENT

This program is divided into two parts. The first part is an interesting story of a Japanese boy. The second part shows a Japanese girl enjoying some of the traditional arts of Japan.

Taro is a farm boy in the Japanese province of Honshu. We learn about his family life and about the customs in his home, in his school and in the mountainous countryside in which he lives.

Japanese people believe that children should always be happy. They are not expected to work at home except during the busy month of June when Taro assists his mother in gathering mulberry leaves on which the silk worms feed and later spin cocoons of pure silk. Every inch of land is cultivated, not only in the valleys but on the mountain slopes. One crop follows another in rotation. As soon as the wheat is harvested the rice is planted.

Taro enjoys school where the children are taught reading as the most important subject. Children write with a brush and practise diligently to make the eighteen characters of the alphabet beautiful. Mathematics is taught with an abacus. At recess the children play baseball, as well as traditional Japanese sports.

A young man, Noriaki, lives with Taro's family. He is a student who attends the university in the nearby city of Kofu. Taro loves Noriaki and on the weekends they visit the shops and markets in the city, go to movies, practice hitting golf balls at a driving range and go to the public baths in the early evening.

Taro experiences great joy and sadness in the film.

The second section of the program shows how a young girl, Terri Yamada, expresses her feelings and thoughts about an *uguisu* or nightingale. In her home Terri makes a *sumie* painting of a bird. At the bottom of the painting she writes a short Japanese poem, or *haiku,* which she has composed.

Terri, remembering that the bird sang a strange little melody, makes up a song and dances in an imitative way that suggests the flight of the bird.

VOCABULARY

Haiga: An ink drawing using as few brush strokes as possible.

Sumie: An ink drawing similar to haiga, but completed by using subtle water colours.

Haiku poetry: A short non-rhyming Japanese poem. The poem has seventeen syllables or beats — five on the first line, seven on the second, and five on the last or third line.

SUGGESTED PRE-VIEWING ACTIVITIES

1. If there are children in the classroom who have a Japanese background they should be encouraged to share their experiences of Japan with the rest of the class.
2. Locate Japan on a map. Find the distance of Japan from Canada by using the mileage scale on the map.
3. Read some haiku poetry to the children.
4. Display pictures of Japanese landscapes, gardens and floral arrangements.
5. List the questions the children may have about Japan.

SUGGESTED POST-VIEWING ACTIVITIES

1. Conduct a discussion of the film with emphasis on how Taro's story made them feel.
2. Discuss the character of Taro to find out if he did accomplish something brave and good.
3. Write another chapter in Taro's life.
4. Write haiku poetry. Set the poems to music.
5. Paint pictures in the Japanese style of haiga and sumie, using beautiful natural objects in the Canadian landscape.
6. Encourage the children to do research into other aspects of Japanese life in which they may be interested; e.g., Tokyo; exports and imports; food; agriculture; industries; sports; etc. Have the children share their research by making reports to the class.
7. Make a collection of as many articles of Japanese manufacture as possible that the children can bring from home.

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PROGRAM 6

THE WORLD: A GLOBAL CLASSROOM

The purpose of this program is to support the teacher's work in reviewing the content of the preceding films. On the basis of this review, the children may be encouraged to discuss the validity of the comments made in the film and also to make their own evaluation of the series as a whole.

PROGRAM CONTENT

The sixth program is a montage which relates some elements of child life in other lands to child life in Ontario.

Children from Huron Street School in Toronto viewed the five programs in this series and their reactions were recorded on film. Their comments were then related to sequences in the five preceding films. This gives the viewers an excellent opportunity to review and to evaluate what they have seen.

Since the children were of different ethnic backgrounds, and since many of them could remember their early experiences in the countries of their origin, their comments were of great interest.

In order to review the five programs, the host, John Gould, refers to one element of life in other lands and then sequences are shown from the preceding programs to compare and contrast the particular point in question. Some of the aspects of life which are reviewed are school life, family life, children's games and activities.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Review the locations of Canada, Holland, Poland, England, Italy and Japan on the globe. Compare the general geographical and topographical features of the countries studied.
2. Determine the distances of each of these countries from Canada and discuss the various methods of travel by which they can be reached.
3. Examine and discuss group projects, scrapbooks, written reports, map work, models and art work done by the children after viewing each of the five films.
4. Reread stories and poetry written by the children.
5. Discuss the ways in which life in these countries is similar to or different from life in Canada.

SUGGESTED POST-VIEWING ACTIVITIES

1. Have the pupils discuss the comments made by the children interviewed in the program. Lead the children to judge the validity of the observations made.
2. Let the pupils compare their own feelings about child life in other lands with those expressed in the film.
3. Encourage the children to become tolerant of languages and customs other than their own and appreciative of the rich culture of the peoples of the countries studied and of the valuable contribution many of them have made to the development of our own nation.

SOCIAL STUDIES – Primary & Junior Divisions
CHILD LIFE IN OTHER LANDS
* 10 programs, 6 of 30 minutes, 4 of 20 minutes

Prog. No.	CBC 9:30-10:00	CBLT 9:40-10:10	CHCH 9:30-10:00	CKCO 9:50-10:20	CJOH 9:35-10:05	CBOT 10:00-10:30	CKLW 10:00-10:30
1	OCT. 17 NOV. 28 MAR. 27	OCT. 25 MAR. 14 – 10:00-10:30	OCT. 25	NOV. 7 MAY 2 – 10:00-10:30	OCT. 29	NOV. 27	NOV. 14 – 10:50-11:20 MAY 9 – 10:30-11:00
2	OCT. 24 DEC. 5 APR. 3	NOV. 1 MAR. 28 – 10:00-10:30	NOV. 1	NOV. 14 MAY 16 – 9:30-10:00	NOV. 5	DEC. 4	NOV. 21 – 10:50-11:20 MAY 23
3	OCT. 31 DEC. 12 APR. 10	NOV. 8 APR. 11 – 10:00-10:30	NOV. 15	NOV. 21 MAY 20 – 9:30-10:00	NOV. 12	DEC. 11	NOV. 28 – 10:50-11:20 MAY 27 – 10:30-11:00
4	NOV. 7 DEC. 19 APR. 17	NOV. 22 APR. 18 – 10:00-10:30	NOV. 22	JAN. 9 – 9:30-10:00 MAY 23 – 9:30-10:00	NOV. 26	DEC. 18	JAN. 13 JAN. 16 – 10:30-11:00 MAY 30
5	NOV. 14 APR. 24	NOV. 29 MAY 7 – 10:00-10:30	DEC. 6	JAN. 17 – 9:30-10:00 MAY 26 – 9:30-10:00	DEC. 3		JAN. 24 JUNE 2
6	NOV. 21 MAY 1	DEC. 13 MAY 14 – 10:00-10:30	DEC. 13	JAN. 24 – 9:30-10:00 MAY 30 – 9:30-10:00	DEC. 20 – 9:30-10:00		JAN. 31 JUNE 6
7	**9:30-9:50** JAN. 9 MAY 7 – 9:50-10:10	**9:40-10:00** JAN. 13	**9:25-9:45** JAN. 8	**9:30-9:50** FEB. 14	**9:50-10:10** MAR. 25	**10:00-10:20** FEB. 17 APR. 21 – 10:10-10:30	**Times as shown** APR. 11 – 10:35-10:55
8	JAN. 16 MAY 14 – 9:50-10:10	JAN. 20	JAN. 15	FEB. 21 APR. 11 – 10:10-10:30	APR. 8	FEB. 24 MAY 5 – 10:10-10:30	APR. 18 – 10:40-11:00
9	JAN. 23 MAY 21 – 9:50-10:10	FEB. 3	JAN. 22	FEB. 28 APR. 15 – 9:50-10:10	APR. 15	MAR. 3 MAY 12 – 10:10-10:30	APR. 22 – 10:50-11:10
10	JAN. 30 MAY 28 – 9:50-10:10	FEB. 24	JAN. 29	MAR. 7 APR. 18 – 10:05-10:25	APR. 28 – 9:40-10:00	MAR. 10 MAY 16 – 9:50-10:10	APR. 25 – 10:35-10:55

* Teachers' Guide for Programs 7-10 will be published in Part 2.

CHILD LIFE IN OTHER LANDS